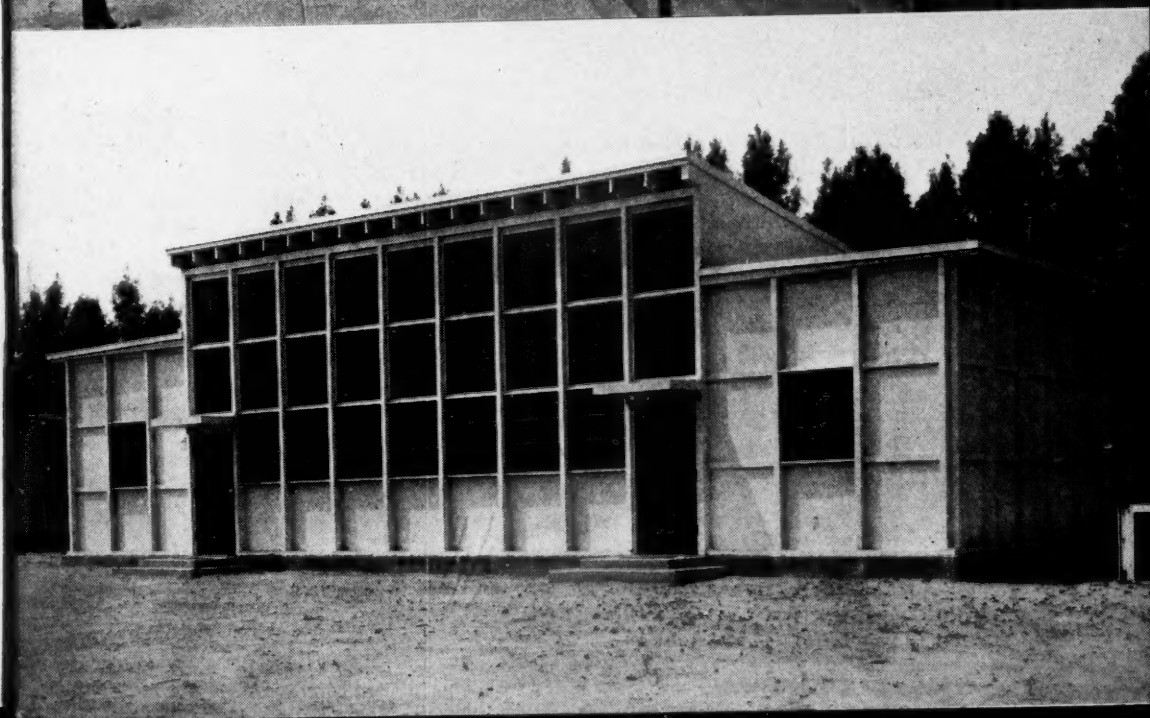


# CALIFORNIA SCHOOLS

VOL. XIII, NO. 3  
MARCH, 1942



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March, 1942

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## COVER

The picture on the cover shows the interior and exterior of an economically constructed shop unit at the Mountain View Elementary School in Kern County. Similar units have been constructed in other rural districts in Kern County, notably at the Arvin Migratory School. A number of the pupils at these schools are children from families of migratory workers who are learning for the first time to use tools and machines in these shops. It is hoped that as they learn the use of these tools that they will be roused to greater interest in going to school.

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## RELATION OF PHYSICAL EDUCATION AND RECREATION TO NATIONAL WELFARE

STATEMENT OF THE SUBCOMMITTEE ON PHYSICAL EDUCATION AND  
RECREATION, COMMITTEE ON HEALTH, WELFARE AND CONSUMER  
INTEREST, CALIFORNIA STATE COUNCIL OF DEFENSE

Physical education and recreation make a contribution to the total program of fitness of the individual. They share with medicine, dentistry, nutrition, welfare services, and the home this responsibility of producing citizens with emotional and physical stability—prerequisites of high morale. Fitness is indicated by adequate nutrition, good dental condition, corrected remediable defects, emotional poise, social competency, and a muscular condition that is conducive to endurance, speed and agility.

Physical education and recreation make their contribution to emotional, social and physical competency through activities such as sports, swimming, games, hiking, camping, and dancing. These and similar activities are stimulating to physiological functioning, social intermingling, and to the release of tension. Opportunities for the practice of the principles of democratic living occur constantly during play. Participation affords favorable occasions for group co-operation, adventure, learning to be resourceful through quick decisions under fire, and development of the American ideal of fair competition and sportsmanship.

### FITNESS OF SELECTEES

The present emergency has called attention to the fact that our young men within the selective service age are in fine physical condition. More than 60 per cent of the selectees called thus far have been able to pass the world's most rigid examination for military service. It is acknowledged by those who are qualified to know that our young men are in better physical condition today than in the emergency of 1917. This speaks well for the work which has been accomplished by all of our existing institutions and to this subcommittee gives impetus for recommending emphasis and expansion of our present physical education and recreation programs. It is the consensus of opinion of military leaders that men with athletic experience make superior soldiers. Appropriate programs for rejected selectees should be established.

#### FITNESS OF DEFENSE INDUSTRY WORKERS

It is said that fourteen people working on the home front are needed to keep each soldier doing his job effectively. This means that men and women of the civilian population, as well as soldiers, must be aided by all existing agencies in maintaining good physical condition and a high morale.

#### FITNESS OF CIVILIAN DEFENSE WORKERS

Thousands of men and women are going to be vigorously active in the civilian defense program on a voluntary basis. There are fire wardens, first aid workers, air-raid spotters, nurses, evacuation workers, and other needed participants. Most of these jobs require a rather high degree of physical fitness. Following a medical examination all such workers should engage in some type of physical activity recommended by their physicians. Each civilian defense council should organize and promote a physical fitness program by utilizing all available facilities and professional leadership in its community.

#### LOCAL LEADERSHIP

It is recommended that local defense councils contact their school authorities, recreation superintendents, and directors of interested private agencies for the purpose of discovering play facilities, leadership, and recreational activities available within their respective communities. After such a survey the council can better plan for necessary additional facilities and programs. A well co-ordinated plan may then be formed for community recreation which will prevent the overlapping of some work and neglect of other.

#### CO-OPERATION WITH THE MILITARY

The physical education and recreation committee appreciates the importance of co-operating in every way with military authorities. It is hoped that army officials will give due consideration in selecting for military use areas other than those designed for physical education and recreation programs. However, if other areas are not available, it is important that as soon as the extreme emergency is over the military move from recreation centers in order that the most needed programs for civilian fitness and morale may be carried on.

#### LEGAL ASPECTS

The state laws of California make ample provision for every man, woman and child to use the public school plants and other publicly owned grounds and facilities to carry on programs of physical educa-

tion and recreation. Such authority may be found in the health supervision and physical education laws; the California Recreation Enabling Act of 1939; and the Civic Center Act.

#### PHYSICAL EDUCATION PROGRAM

The present emergency places a grave responsibility on the public schools, not only to maintain the present program of physical education but to endeavor to expand and improve it. It is recommended that:

1. A daily program of physical education be provided for all students on all educational levels from elementary school through the university, and that appropriate classes be organized on the adult level.
2. Facilities for a wider variety of activities for girls and boys be provided. These include adequate outdoor play and sports fields, gymnasiums, swimming pools, surfaced and marked areas for outdoor activities, and appropriate apparatus.
3. Supplies and equipment of an adequate nature be available.
4. Additional trained leadership be provided. This is especially important on the elementary school level.
5. The physical education hour be a physical activity period, involving group and individual instruction.
6. The physical education class load be not greater than that required for academic classes.
7. Courses in health, safety, first aid, and military instruction be given full recognition in their own right and therefore accorded appropriate time and direction in the curriculum rather than being merely substituted for or included in the physical education program.
8. The interscholastic and intercollegiate athletic programs for boys and men continue, and that added emphasis be given to participation for the mass of boys, girls, men, and women, through the use of vigorous and more extensive intramural sports programs.
9. Modified activity and rest programs be provided for pupils who are unable to participate in the regular physical education class work.

#### RECREATION PROGRAM

In developing a recreation program to conserve and promote morale and physical fitness for the general civilian population of California the following general and specific points are recommended for the consideration of local defense councils:

1. In these days of national emergency cities having well established and efficiently operating public recreation programs should maintain and expand their activities, and cities and communities without such programs are urged to consider their organization at once.
2. Local programs should be designed to meet the recreational needs of children, youth and adults. Programs should be broad enough in scope to contribute to the physical, social, cultural and spiritual development of all age groups.
3. Every family should have the opportunity to learn a number of indoor and outdoor recreation activities which are adaptable for home use where space is limited. Families should also be instructed and encouraged to develop backyard playgrounds.
4. While it is not the intention of this committee to recommend a long list of recreational activities which have a direct bearing upon the development of physical fitness or morale, community singing is one that should be stressed in each community at every appropriate time.
5. Local defense councils should capitalize upon the emotional urge of adults "to do something" by developing qualified volunteer leadership under the direction of professionally trained personnel.
6. In order to make possible the maximum use of certain recreational facilities, and to afford local citizens attractive night recreation programs near their homes, the lighting of playground areas, tennis courts, softball fields and similar facilities is recommended.
7. All forms of wholesome commercialized recreation should be encouraged.

In conclusion it should be stated that in the totalitarian states the programs of physical education and recreation have been used to foster and promote the ideals of dictatorial government. This was done by superimposing from the national governments a program for all local communities. It is the firm belief of this committee that all local communities in the United States are autonomous and should so remain to preserve the democratic ideal. Our national and state committees function only in an advisory capacity to aid in the development of local programs wherever help is desired.



## EMERGENCY LEGISLATION

ALFRED E. LENTZ, Administrative Adviser

In addition to the measures set forth on pages 23 and 23 of the February, 1942 issue of the *California Schools*, for February, 1942, the following amendments of School Code sections amended by measures passed by the First Extraordinary Session of the Fifty-fourth Legislature are now in effect.

3.223. The governing board of any school district, may, except as otherwise herein provided, establish and maintain outside of the boundaries of such district, for persons in the service of the United States or of the State of California assigned to, or serving at any camp, post, or other place under the jurisdiction of the United States or of the State of California, or for persons evacuated from such district by order of any military officer of the United States or the State of California to meet an emergency created by war, or of any civil officer of the United States, the State of California, or any county, city and county, or city thereof duly authorized to order such evacuation to meet an emergency created by war, any schools or classes which such board may lawfully establish and maintain within the boundaries of such district.

The governing board of such district shall not maintain any school or class for other than persons evacuated therefrom, under the provisions of this section in any other school district without the consent of the governing board of such other district.

Amended by Chapter 22, Statutes, First Extraordinary Session, Fifty-fourth Legislature (1941). Effective February 10, 1942.

4.721. A district which is prevented by fire, flood, or prevailing epidemic, or by any order of any military officer of the United States or the State of California to meet an emergency created by war, or of any civil officer of the United States, the State of California, or any county, city and county, or city thereof duly authorized to issue such order to meet an emergency created by war, or other extraordinary conditions from maintaining a school for the length of time designated in this article, or a district that has not been able to secure or hold a teacher, or a district in which the illness of the teacher has prevented the holding of the required number of days of school, which fact must be shown to the satisfaction of the Superintendent of Public Instruction

by the affidavits of the members of the board of school trustees and the county superintendent of schools, is nevertheless entitled to its apportionment of State and county school moneys.

Amended by Chapter 22, Statutes, First Extraordinary Session, Fifty-fourth Legislature (1941). Effective February 10, 1942.

4.740. Where a school in a district maintaining more than one school is closed for a part of a term by order of a city or county board of health or of the State Board of Health, on account of contagious disease, or where such school has been closed on account of fire, flood, or other public disaster, or by order of any military officer of the United States or the State of California to meet an emergency created by war, or of any civil officer of the United States, the State of California, or any county, city and county, or city thereof duly authorized to order such school closed to meet an emergency created by war, the average daily attendance of said school shall be estimated separately and added to the average daily attendance of the other schools of the district.

Amended by Chapter 22, Statutes, First Extraordinary Session, Fifty-fourth Legislature (1941). Effective February 10, 1942.

4.751. The average daily attendance of any school district in which the average daily attendance shall have been materially decreased during any school year, because of conflagration, impassable roads or other public calamity or because of epidemic of unusual duration and prevalence, or because of an order of any military officer of the United States or the State of California due to an emergency created by war, or of any civil officer of the United States, the State of California, or any county, city and county, or city thereof duly authorized by law to issue such order due to an emergency created by war, shall be estimated by the Superintendent of Public Instruction in such manner as to credit to the school district for apportionment purposes approximately the total average daily attendance which would have been earned therein had the conflagration or other public calamity or epidemic or emergency not occurred.

Amended by Chapter 22, Statutes, First Extraordinary Session, Fifty-fourth Legislature (1941). Effective February 10, 1942.

4.752. In case of conflagration or other public calamity, or because of the inability to maintain any school or schools, or class or classes, because of an order of any military officer of the United States or the State of California due to an emergency created by war, or of any civil officer of the United States, the State of California, or any county, city and county, or city thereof duly authorized to issue such order due to an emergency created by war, the Superintendent of Public Instruc-



tion shall decide whether the attendance of such district has been affected sufficiently to justify the application of the provisions of this article and shall notify the superintendent of schools of the county in which such school district is situated of his decision.

Amended by Chapter 22, Statutes, First Extraordinary Session, Fifty-fourth Legislature (1941). Effective February 10, 1942.

3.93. The governing board of any high school district or unified school district may provide for the maintenance on Saturday of special day and evening classes in vocational training authorized or provided for by any program of National defense of the Federal Government, or any agency thereof, acting through the State Department of Education.

No apportionments from State funds based upon average daily attendance in such special day or evening classes shall be made where the total cost of the classes is borne by the Federal Government, or any agency thereof.

Amended by Chapter 21, Statutes, First Extraordinary Session, Fifty-fourth Legislature (1941). Effective February 10, 1942.

# DEPARTMENTAL COMMUNICATIONS\_\_\_\_\_

## OFFICE OF THE ADMINISTRATIVE ADVISER

ALFRED E. LENTZ, Administrative Adviser

### TIRE RATIONING REGULATIONS AFFECTING SCHOOLS

The following excerpts from the Tire Rationing Regulations (Revised) dated February 19, 1942, and issued by the Office for Emergency Management, Office of Price Administration, will be of interest to school officers and administrators.

#### CHAPTER IV

. . . . .

##### TIRES AND TUBES FOR VEHICLES ELIGIBLE UNDER LIST A

. . . . .

SEC. 405. *Eligibility Classification—List A.*—Certificates authorizing the purchase or acceptance of delivery of tires or tubes may be granted, but only to the extent provided in sections 401 to 404 and otherwise provided in these regulations, to equip the vehicles listed in this section, which contains List A of the eligibility classification:

(a) A vehicle which is operated by a physician, surgeon, visiting nurse, or farm veterinary, and which is used principally for professional services.

. . . . .

(ii) For the purposes of this subsection "visiting nurse" shall mean a nurse who is employed by a clinic, hospital, government agency, or similar organization, or by an industrial concern to make nursing or inspection calls for such agencies. The term "visiting nurse" does not include private nurses.

. . . . .

(e) A vehicle with the capacity of 10 or more passengers operated exclusively for one or more of the following purposes:

. . . . .

(2) Transportation of students and teachers to or from school.

(i) Certificates shall be issued under this paragraph (e) (2) only for school buses. A school bus will not lose its character as such because it is used to transport other employees of the school as well as teachers.

(ii) No vehicle equipped with tires or tubes for which certificates have been granted shall be used for excursions of any character. Transportation shall be provided only from the homes of students and teachers or from regular school-bus stops to the regular places of instruction.

#### CHAPTER V

. . . . .

##### RETRADED AND RECAPPED TIRES AND NEW PASSENGER TIRES OF AN OBSOLETE TYPE FOR VEHICLES ELIGIBLE UNDER LIST B

SEC. 501. *Eligibility of List B passenger automobiles for retreaded or recapped tires.*—(a) The Board may issue a certificate authorizing the holder to accept delivery of retreaded or recapped tires for a passenger automobile or to obtain retreading or recapping services for a tire for a passenger automobile to an applicant who meets the requirements of subsections (b), (c), and (d) of this section.

(b) Any person applying for a certificate under this section must establish that the tires for which application is made are to be mounted on a passenger automobile used principally for one or more of the purposes included in subsection (a) of section 504 (List B).

SEC. 504. *Eligibility Classification—List B.*—Certificates authorizing the purchase or acceptance of delivery of tires may be granted, but only to the extent provided in sections 501 to 503 and otherwise provided in these regulations, to equip vehicles listed in this section, which contains List B of the Eligibility Classification:

(a) On a passenger car used principally to provide one or more of the following transportation services:

(4) Transportation on official business of Federal, State, or local Government employees engaged in the performance of Government functions essential to the public health, safety, or the war effort.

(i) Certificates may be granted under this paragraph (a) (4) to enable Government employees to perform essential Government functions essential to the public health, safety, or the war effort, including such officials as fire wardens, ordinance inspectors, mine inspectors, food and crop inspectors, and similar persons.

(ii) Certificates may be granted under this paragraph only to Government employees who use their cars principally for their official functions and only when such functions cannot, because of the absence of other transportation facilities, be performed without the use of such cars. Certificates may not be granted under this paragraph (a) (4) to make possible the transportation of Government employees from their residences to their principal places of employment.

(iii) In addition to the foregoing limitations certificates may not be granted except to make possible official travel in passenger automobiles when Government automobiles are used or when travel in private automobiles entitled the applicant to compensation by the governmental unit employing him for the use of his automobile on a mileage or similar basis.

(8) . . . . .

(b) Trucks used for any important purpose not included in subsections (a) to (h) of section 405.

Information as to the conditions and procedures under which certificates will be issued to equip vehicles appearing on eligibility lists should be secured from the local tire rationing board. It has not been possible to include herein all provisions of the Regulations which might be applicable to the problems of individual districts. In this connection your attention is called to subsection (a) of Section 604 of the Regulations, which reads as follows:

"SEC. 604. *Jurisdiction of Boards.*—(a) Each Board shall have jurisdiction over all vehicles garaged or normally stationed in the area which it has been designated to serve."

The State Department of Education is endeavoring to secure from the persons administering the Regulations, information concerning the interpretation to be given certain of the regulations which affect the public schools. Such information when received, will be made known to public school officers and administrators.

## DIVISION OF PHYSICAL AND HEALTH EDUCATION

W. H. ORION, Chief

### STATEMENT ON HIGH SCHOOL TEACHER SHORTAGE

The following information has been forwarded to all local draft boards from the Office of the State Director of Selective Service.

The Office of Production Management, through its service agency, the Bureau of Labor Statistics, has completed a study with regard to the possible shortages of high school teachers. The results of this study indicate that certain fields of teaching will experience shortages which may impair the effective operation of secondary schools.

The fields in which major shortages of teachers are expected to exist are:

1. Vocational Education
2. Industrial Arts
3. Vocational Agriculture
4. Physical Education for Men

These positions are almost entirely filled by men, and reserves who may serve as replacements are practically nonexistent.

Lesser shortages may be expected in the teaching of physical science and mathematics. Positions in these fields are filled by both men and women. However, existing shortages indicate that the reserves of women teachers are being rapidly depleted.

In determining in each individual case the classification of teachers, it should be realized induction would not necessarily create vacancies as replacements may be available. However, where qualified replacements are not available, an impairment of the level of education will result. This is more likely to be true in less prosperous communities where compensation and conditions are less attractive. The obligation of an individual for training and service should be carefully weighed against the national interest involved in the maintenance of the level of secondary education.

The Division of Physical and Health Education is now conducting a "supply and demand" survey regarding the availability of physical education personnel in California. Results of this study will be announced to school administrators and heads of teacher training institutions as soon as possible.

# INTERPRETATIONS OF SCHOOL LAW\_\_\_\_\_

ALFRED E. LENTZ, Administrative Adviser

[The following items are merely digests, and while care is taken to state accurately the purport of the decisions and opinions, they have the limitations inherent in all digests. The reader is therefore urged to consult the complete text of a decision or opinion before taking any action based thereon.

It should be noted that following a decision, a hearing or rehearing of the case may result in setting aside the original decision. Consequently, before relying thereon, the status of each decision should be checked.]

## SUPREME COURT DECISIONS

### The Power of a Governing Board to Fix Salaries of Certificated Employees

The governing board of a school district is without authority to reduce the annual salaries of the permanent teachers of the district while making no reductions in the salaries of any other teachers and increasing the salaries of some teachers and leaving the salary of a teacher of approximately the same years of experience, training and service the same, merely because of a change in assignment of such teachers or because of an alleged difference between the teachers' "philosophy of teaching" and that of the superintendent of schools of the district.

Although School Code section 5.731 authorizes the governing board of a school district to fix salaries of teachers of the district, and no teacher has a vested right to a particular salary, the fixing of salaries must not be discriminatory, arbitrary, or unreasonable. In fixing the salaries of teachers there must be a comparison with the salaries of other teachers or salaries of previous years. There must be uniformity of treatment as to salary for those with like experience performing like services.

A change in the assignment of a permanent teacher does not itself warrant a reduction in salary, nor can such an indefinite and uncertain term as "philosophy of teaching" be used as a justification for a salary reduction.

*Kacsur v. Board of Trustees of South Whittier Elementary School District*, *Hill v. Board of Trustees of South Whittier Elementary School District*, 18 A. C. 646, superseding decision of District Court of Appeals, 42 A. C. A. 807, digested in *California Schools*, March, 1941, p. 45.

### Duty of Governing Board To Pay Necessary Traveling Expenses of Home Teachers

Under School Code section 5.532, the governing board of a school district is required to pay the necessary traveling expenses incurred by a home teacher in performing her duties.

*Kacsur v. Board of Trustees of South Whittier Elementary School District, Hill v. Board of Trustees of South Whittier Elementary School District*, 18 A. C. 646, superseding decision of District Court of Appeals, 42 A. C. A. 807, digested in *California Schools*, March, 1941, p. 45.

### Power of a Governing Board to Fix Salaries of Certificated Employees

Where a teacher at the time of his employment in a district and assignment to a school was granted a leave of absence and the governing board of the district, during the leave of absence of such teacher, adopted a resolution providing that in setting "salary ratings" for incoming teachers, including persons on existing eligible lists not appointed to positions, no outside experience will be credited, the teacher was not an "incoming teacher," since he was then in the employ of the district, although on leave of absence, and was entitled to the salary fixed by the salary schedule in effect at the time of his employment.

The acceptance by the teacher of an interpretation of the resolution made by an employee of the board to the effect that he was an "incoming teacher" within the resolution does not bar the teacher from questioning the validity of the interpretation, since the terms of a contract between a teacher and the governing board of a district are found in the statutes and in the rules, regulations, and resolutions of the board and not in an improper interpretation of a resolution of the board.

While the governing board of a district is required to give uniformity of treatment as to salary for those employees performing like services with like experience, the board's classification may reasonably distinguish between teachers having teaching experience in the district and those who have teaching experience outside. It might also be conceded that the board could distinguish as between teachers employed and those on leave of absence but the board in the present case did not make such a classification.

Lapse of time short of the period provided by the statute of limitations will not bar an action unless prejudice to the defendant is shown. An award of back salary at the ratings to which the teacher was entitled for a period of three years prior to the commencement of



this action was the minimum period for which the trial court could have made an award.

*Fry v. Board of Education of the City and County of San Francisco*; *Beebe v. Board of Education of the City and County of San Francisco*, 17 A. C. 792, superseding decision of District Court of Appeals, 41 A. C. A. (2d), 749, digested in *California Schools*, February, 1941, pp. 26, 27.

### Liability of School Districts for Injury to Pupils Caused by Vehicles on School Premises

Where the principal of a high school knew for seven years that it was the practice of students in physical education classes to run across a courtyard and the school authorities also knew that eighteen trucks drove into the court yard regularly at different times and took no steps to minimize the danger of injury to students after the trucks had entered the grounds other than to issue an instruction to the custodian of the grounds to supervise traffic on the grounds and to caution people to drive safely, the district was guilty of negligence and liable in damages for the injury of a student in a physical education class who, while running across the courtyard after class, ran into a truck coming around a blind corner, the pupil not being guilty of contributory negligence as a matter of law, and the trial jury not having found her guilty of such negligence.

The fact that the driver of the truck was negligent does not relieve the district of liability, since, where an injury is produced by the concurrent effect of two separate acts each is a proximate cause of the injury and neither can operate as an efficient intervening cause with regard to the other.

It is not necessary to prove that the injury which occurred must have been foreseeable by the school authorities in order to establish that their failure to establish additional safeguards constituted negligence. Their negligence is established if a reasonably prudent person would foresee that injuries of the same general type would be likely to happen in the absence of such safeguards.

It is the duty of the school authorities to supervise at all times the conduct of the children on the school grounds and to enforce those rules and regulations necessary to their protection. The school district is liable for injuries which result from a failure of its officers and employees to use ordinary care in this respect.

*Taylor v. Oakland Scavenger Company*, 17 A. C. 634, superseding decision of District Court of Appeals, 101 C. A. D. 877, digested in *California Schools*, August, 1940, p. 224.

## APPELLATE COURT DECISIONS

### Employment of Teacher by Governing Board of Defunct School District

Where elementary school district "A" lying in one county was united with adjoining elementary school district "B" in another county on April 28, 1933, to form a joint union elementary school district under School Code sections 2.200 *et seq.*, "B" district ceased to exist, its property vested in the joint union district, and the control and management of the affairs of the joint district, including the hiring of teachers thereafter, devolved exclusively upon the governing board of the joint union district on and after July 1, 1933, under School Code sections 2.252 *et seq.*

Thereafter, the offices of the member governing boards of "A" and "B" districts were terminated and the governing board of "A" district was without authority to employ a teacher, and a teacher so employed may not recover against the joint union district for salary alleged to be due her for such employment. The rule with relation to *de facto* organizations does not apply to a district which has ceased to exist under the plain letter of the law.

*Stewart v. Thorne Valley Joint Union School District*, 49 A. C. A. 199.

### Liability of District for Injury to Pupil Riding in Car at Direction of Teacher

Where students of a junior college were members of the junior college tennis team and engaged in practice sessions during the week under the direction of a teacher of the college assigned to that duty by the principal of the junior college, and received credit therefore, and the teacher directed certain of such students to ride home from practice sessions with another student in his automobile when the teacher knew the student tended to be a reckless driver and knew, or should have known, that the automobile was unsafe, the teacher was guilty of negligence and the district was liable under School Code section 2.801 for the death and injury of the students resulting from the negligent operation of the vehicle by the student driver.

Whether or not a teacher in charge of a class is authorized to provide transportation to their homes for the pupils participating in the class, if he undertakes to do so as a part of his conduct of the class and as a thing essential to the continuance of the class, it is his duty to use such ordinary care in connection therewith as would have been exercised by a reasonably prudent person under the circumstances, and if he fails to do so he is guilty of negligence.

*Hanson v. Reedley Joint Union High School District, et al.*, 43 A. C. A. 749.

### Liability of School District for Injury to Pupil Caused by Another Pupil

Where a high school student seated on the ledge of a window opening of a school building between classes was pulled from the ledge by another student and was injured, the district was not liable in damages for the injury under School Code section 2.801.

There was no negligence arising out of a breach of subdivision 3 of Section III of the Rules and Regulations of the State Board of Education, which does not refer to the time consumed in going from one classroom to another but to a general cessation of all teaching activity in a school, such as the noon intermission or a recess. Nor was there any negligence in permitting the student to sit on the window ledge, since there was no evidence that the injury of the pupil resulted from anything but the act of another pupil which the governing board of the district could not reasonably anticipate.

*Reithardt v. Board of Education of Yuba County, et al.*, 43 A. C. A. 736.

### Prevention of Voting by Force at School District Election

Where in a school district bond election (School Code sections 4.960 *et seq.*), persons were prevented by the use of force and violence from bringing to the polls four other persons who would have voted against the bond issue and the result would have been the defeat of the bond issue, the election is void because not free.

*Williams v. Venneman*, 42 A. C. A. 736.

### Permitted Credentials and Certificates; Position Requiring Certification Qualifications Defined

The Legislature in enumerating the several types of certificates intended to exclude the authority to grant certificates for other types of employment not coming within the enumerated classes. The Legislature in employing the phrase "position requiring certification qualifications" in School Code section 5.500, intended to refer to the particular classes of certificates enumerated in the School Code.

Since the position of "director, associate or assistant director of a Bureau or Department of educational research" is not included among the positions for which certificates may be issued it is not one "requiring certification qualifications" and a person holding such a position cannot be classified as a permanent employee of a district.

*Brintle v. Board of Education of the City of Long Beach*, 43 A. C. A. 82.

### Tenure of Position

Where a person was employed in 1930 as the "teacher in charge" of a school in the City and County of San Francisco, as "vice-principal in charge" of said school in 1931 and 1932, and as "principal" of said school in 1933 and 1934, she was not entitled to classification as a permanent employee in such position since, under section 135 of the Charter of the City and County of San Francisco, three years of service in such position was required as a condition precedent to such classification in such position. Nor was the board of education estopped from denying that the plaintiff was so classified in such position notwithstanding the fact that for a period of five years she had performed all the duties of principal of said school since the contracts of employment between the board and the principal definitely stated the capacity in which she was employed (distinguishing *Briney v. Santa Ana High School District*, 131 Cal. App. 357).

Since the principal was merely a probationary employee in the position of principal, the board had the right to consolidate the school with another and to abolish plaintiff's position as principal, notwithstanding School Code section 5.711. The employment of another person as the principal of the consolidated schools was a sufficient compliance with School Code section 5.410.

*Constantine v. Board of Education of the City and County of San Francisco*, 43 A. C. A. 914.

### Applicability of City Charter Provision to Claims Against City School District

The provisions of Deering Act 5149 requiring a verified claim for damages against a school district for damages resulting from the injury to person or damage to property as a result of the dangerous or defective condition of property to be filed within 90 days after the accident, as a condition precedent to the maintenance of an action for damages against the district, is controlling over an ordinance of the city within which the school district is located, adopted under the authority of a provision of the charter of the city and which prohibited the filing of any action against the city or any board, commission, officer, or employee thereof, unless such a claim is filed within 30 days after the accident.

Not only is the question of liability of municipalities, counties, and school districts a matter of general state concern and not a "municipal affair," but the ordinance is not applicable to a matter affecting school districts which are of general state concern and not "municipal affairs," and members of a city board of education are not city officers.

A claim which is a bona fide attempt to comply with the law is sufficient in the absence of any evidence that the claim is misleading.

*Kelso v. Board of Education of the City of Glendale et al.*, 42 A. C. A. 481.

#### Recall of Members of Boards of Education of Chartered Cities

Where the charter of a city adopted under section 8 of Article XI of the California Constitution provided for a board of education and provided also that all general laws of the State applicable to municipal corporations and not in conflict with the charter shall be applicable to the city, the elected members of the board of education of such city are subject to recall under sections 11100 *et seq.* of the Elections Code.

Members of a city board of education elected to office pursuant to the provisions of the charter of the city are municipal officers as to their election, compensation, tenure, and removal under section 8½ of Article XI of the Constitution.

*Becker v. Council of the City of Albany*, 47 A. C. A. 785.

#### Right to Use Schoolhouse under Civic Center Act

Under School Code sections 6.740 *et seq.* (the Civic Center Act) the governing board of a district may not prohibit the use of a public schoolhouse as a meeting place by the Socialist Party for the discussion of "Peace." The only discretionary power vested in the governing board of a school district is that it may deny permission to use the schoolhouse to subversive organizations, the burden of proving the character and affiliation of the group being upon the board. If the board is unable to prove the subversive nature of a group, then the schoolhouse may be used by the group for, among other things, the discussion of all subjects and questions which in the opinion of the organization may appertain to the political interests of the communities in which they may reside.

It may be conceded that the giving of entertainments, dances, etc., in public schools may not meet with the approval of citizens in some districts, and may in others; there may be a diversity of opinion on the advantage to the community of discussing in an open meeting subjects pertaining to politics, art, or morals; the advocacy of certain social and economic views may be denounced by a majority of the citizenry of a community as repugnant to the constitution of this country; such advocacy may tend to undermine in adult and youth, moral responsibility, or may stir up antagonism and hatred to constituted authority, but, unless it is sought thereby to overthrow the government by force or violence, or other unlawful means, the group determines whether the

discussion of the subject is in the interests of the citizens of the community. In this respect there is no ambiguity in the language used by the legislature. It must be assumed that such body acted wisely in not conferring upon the board, except as in the statute provided, a "discretion" in the matter of subjects to be discussed.

Nor is the Civic Center Act in violation of section 6 of Article IX of the Constitution. (The Court expressly stated in its decision that no opinion is expressed therein as to the propriety of rule prohibiting the use of public school property for sectarian purposes.)

*Goodman v. Board of Education of the San Francisco Unified School District*, 48 A. C. A. 855.

#### Effect of Purchase of Property by District After Commencement of Eminent Domain Proceedings

Where, after a school district instituted a proceeding in eminent domain, it acquired the property in question by purchase, there was no abandonment of the eminent domain proceedings within the meaning of section 1255a of the Code of Civil Procedure, and the defendant in the action in eminent domain was not entitled to a dismissal of the action under said section.

*Whittier Union High School District v. Beck*, 45 A. C. A. 904.

#### Authority of Governing Boards of School Districts to Fix Benefits Payable Under District Retirement Plan

The governing board of a school district in establishing a district retirement plan under School Code sections 5.1100 *et seq.*, has the implied power to fix maximum limitations at the time of devising the plan upon pensions for teachers and other beneficiaries under the plan, since the authority to devise a plan to pay pensions to any group necessarily conveys the power to prescribe all details not expressly prohibited. Nor is the board in fixing maximum benefits under the district retirement plan for employees of the district prohibited from considering the state pension paid those employees who are beneficiaries under the State Teachers Retirement Law (School Code sections 5.800 *et seq.*).

*Bowman v. Los Angeles City Board of Education*, 46 A. C. A. 342.

#### Attainment of Tenure in Unified School Districts

Where a teacher had been employed by a school district having an average daily attendance of less than 850 for the school years 1934-1935 and 1935-1936, which district on July 1, 1936, was merged into a uni-



fied school district (School Code sections 2.2000 *et seq.*) which had an average daily attendance of more than 850 and the teacher was employed in the unified school district for the school years 1936-1937, 1937-1938, and 1938-1939, the teacher did not become a permanent employee of the unified school district because, under the provisions of School Code section 5.667 as amended in 1937 and 1939 (the 1937 amendment becoming effective April 10, 1937, and the 1939 amendment becoming effective May 15, 1939), the service of the teacher in the unified district for three years subsequent to the unification and her employment for the fourth year were required to entitle her to classification as a permanent employee of the district.

The teacher was, therefore, a probationary employee of the district during the school year 1938-1939 and subject to dismissal as such by the governing board of the employing district (citing School Code sections 3., 5.500, 5.501, 2.2101 and 2.2102).

*Kauhe v. Lindsay Unified School District*, 46 A. C. A. 180.

## FOR YOUR INFORMATION

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### PUBLIC SCHOOLS WEEK, April 27 to May 2, 1942

Each year there is set aside one week in April for celebrating the accomplishments of the California Public Schools. This week is designated as Public Schools Week. The occasion was founded shortly after the close of the first World War. The purpose of the observance was to encourage the extension of free public education to all citizens and to demonstrate yearly what part the schools should have in the advancement of peacetime pursuits and the promotion of the well-being of the nation and its citizens through education. For twenty years the programs of Public Schools Week celebrated the efforts and the success of the public schools in training citizens for peace. When at length this training was redirected toward preparing youth for national defense, the aims of education remained essentially the same although the activities were expanded and their character changed in some degree to meet new demands. In the long view, the goals of public education have not altered since Pearl Harbor, but the immediate objectives are all bound up in the single purpose—to win the war.

It is already clear, as the Educational Policies Commission in its publication, *A War Policy for the American Schools*, has stated that “many educational adaptations are required. Many aspects of education will need to be strengthened and extended. Other aspects, very important in times of peace, may be redirected or be otherwise modified in order that the total expanded effort of wartime education may be applied at the points of greatest need.” The Commission goes on to say “priorities must be established among educational activities” for “education as usual” is neither possible or desirable.

The Commission believes that the responsibilities of education in the winning of the war involves at least the following eleven groups of activities: training workers for industry and services; producing goods and services needed for war; conserving material by prudent conscription and salvage; promoting health and physical efficiency; protecting school children and property against attack; protecting the ideals of democracy against war hazards; teaching the issues, aims, and progress of the war and the peace; sustaining the morale of children and adults; maintaining intelligent loyalty to American democracy.

This year the exercises held in observance of Public Schools Week may well be centered around these groups of activities made necessary

by the war. But exercises should be held. The occasion should not go unmarked, for once peace has come again the time can be used once more for the promotion of national well-being and human welfare.

### CALIFORNIA SCHOOL CHILDREN TO CONSTRUCT MODEL AIRCRAFT

The children of the public schools of the nation have been called upon to construct 10,000 each of approximately fifty different aircraft models. The quota assigned to the children of California is 30,000 consisting of 600 sets of fifty planes each. The request was made under the date of January 24, 1942, by the Bureau of Aeronautics of the Navy Department and was transmitted to the schools by John W. Studebaker, United States Commissioner of Education.

The models, which include the planes of the United States and of the Axis nations, will be constructed according to plans and specifications furnished by the Bureau of Aeronautics. The smallest model will have a wing span of  $5\frac{1}{2}$  inches and the largest 25 inches. The majority of the models will be less than a 12-inch span. Models will be constructed of wood.

The purpose of the project is to provide a large number of model planes, built to scale, that can be used in training air and ground personnel in recognition, range estimation, and determination of "cones of fire." The models will be used by both the Army and the Navy and in connection with the training of spotters for civilian defense.

E. E. Ericson of Santa Barbara State College has been named State Director of the project.

### SCIENCE AND MATHEMATICS MAJORS NEEDED AMONG HIGH SCHOOL BOYS AND GIRLS

The California State Department of Education has received the following communication concerning the high school curriculum in wartime from Harry A. Barton, American Institute of Physics.

The present emergency demands that every effort be made to increase the supply of personnel trained in the applications of the physical sciences. They will be called upon to put physics to work in the defense industries, in the civil service of the United States Government, and in the armed forces.

Tens of thousands of such individuals are necessary now and many more will be called in the immediate future.

All boys and girls showing a natural aptitude for laboratory work and a reasonable skill in mathematics and physics should be given the opportunity to acquire as much physics instruction as possible. They will be of maximum usefulness if they have had at least two years of mathematics.

We are in particular need of the maximum number of people trained in the fundamentals of electricity. We ask you therefore to instruct all the vocational guidance officers to urge these youngsters to go on to college wherever this is

financially possible, majoring in physics, mathematics, and engineering fundamentals. All radio amateurs in high schools should especially be urged to continue their education immediately after graduation, either by entering college or by taking appropriate courses at the nearest engineering defense training center.

Information and advice as to the need for scholarships and financial support for particularly able students should be brought at once to the attention of the nearest engineering defense training center.

California centers of the Engineering, Science, Management Defense Training program (ESMDT) are the California Institute of Technology, Stanford University, University of California, University of Santa Clara, and University of Southern California.

### DIAMOND JUBILEE OF THE UNITED STATES OFFICE OF EDUCATION

The United States Office of Education will observe the seventy-fifth anniversary of its establishment during March, 1942.

Educators throughout the country will take this opportunity to call attention to the passage of the federal act creating an agency to "aid the people of the United States in the establishment and maintenance of efficient schools and school systems and to promote the cause of education throughout the country." It also offers the opportunity to acquaint the teachers and children with the purposes, achievements, and services of the Office of Education. This will include an understanding of its activities in the past, of the part it has taken in emergencies such as the first World War and the economic depression that followed, and of the part it is taking in the present crisis in the promotion of education for democracy and defense.

Plans are now underway for the publication of a bulletin on the history of the Office of Education, and some useful material will be included in the issue of *School Life* for March, 1942. In the meantime for the benefit of persons who wish further information there is now available a bibliography of the Office of Education and its Commissioners, also various annual reports and other public documents bearing on the subject that may be obtained from the Superintendent of Documents, Washington, D. C.

### PAN AMERICAN UNION INTER- AMERICAN STUDENT FORUM AND ESSAY CONTEST

The formation of an Inter-American Student Forum with the students of the high schools of the United States and Latin America participating has just been announced by the Pan American Union. One of the activities of this Forum is an essay-writing contest to be conducted in the high schools of the American republics. The purpose

of the Pan American Union is the development of good understanding, friendly intercourse, commerce, and peace among the twenty-one American republics. The Student Forum is established with a like purpose according to the announcement received by Superintendent Walter F. Dexter from the Director General of the Pan American Union.

The text of the letter follows:

Of the tasks that lie ahead, the strengthening and fortifying of the ties of Pan American unity appear of the utmost importance, both to the successful conclusion of the war and to the fashioning of a lasting peace. It is with confidence in your concurrence that I express my feeling that there is a place for youth in this work.

To this end, and against the day when the young people of the Americas will inherit the responsibility for directing their common destiny, the Pan American Union is inaugurating an Inter-American Student Forum, in which students of high school grade in the United States and Latin America will study, discuss, and write upon the subject "What Inter-American Cooperation Means to My Country."

As a stimulus to the widest possible participation, the Union is offering several awards. To the student who writes in English the most outstanding paper following forum study and discussion, a four-year university scholarship, valued at \$6,000, will be awarded. The three papers judged best in each state will win prizes of \$50.00, \$25.00, and a silver medal respectively. Similar recognition is available to Latin American students writing in Spanish, Portuguese and French.

If the project has your approval, we shall ask local educators in the many high schools of your state to select the two papers judged best among those submitted not later than May 1, 1942. A committee will be appointed to select the three best papers in your state and send them to the Pan American Union not later than May 21, 1942. The national winner will be chosen by a group of distinguished Latin American citizens. Posters and folders outlining the forum in detail will be sent to you soon.

The Inter-American Forum provides an opportunity and a challenge to high school students of the Western World. I earnestly hope that you will lend to it your support and co-operation, and I should appreciate hearing from you as soon as possible.

## SUGGESTIONS FOR TEACHING THE FUNDAMENTALS OF ELECTRICITY AND RADIO

The Navy Department has issued a statement advising boys and girls in high school and junior college to give more attention to science and mathematics because of the demand for persons with a knowledge of these subjects both in the military forces of the nation and in industry. The Bureau of Navigation has accordingly issued an outline of the "desired training in electrical and radio fundamentals" and a syllabus showing the preparation required for candidates intending to request the course of instruction in the Radio Material School. The publication consists of 167 pages of mimeographed material.

School officials may secure copies of the outline or of the syllabus by addressing the Bureau of Navigation, Navy Department, Washington, D. C.

## N.E.A. CONVENTION IN DENVER, COLO.

The annual convention of the National Education Association will be held in Denver, Colorado, June 27 to July 2, 1942. Further announcement of the programs planned for the various sessions will be made nearer to the time of meeting.

## OFFICE OF EDUCATION WARTIME COMMISSION ESTABLISHED

The formation of the United States Office of Education Wartime Commission has just been announced by John W. Studebaker, United States Commissioner of Education. In explaining the structure and function of the Commission, Commissioner Studebaker points out that it is made up of officials in or near Washington who are engaged in different fields of education. The purpose is to give all possible assistance to the government, especially to the different agencies of government.

As a method of indicating the scope of the Commission's activities, Commissioner Studebaker lists various illustrative problems with an outline of various questions arising in connection with each.

### ILLUSTRATIVE PROBLEMS

The following outline has been prepared in connection with the problem of how to improve educational services for the government.

- A. What special courses, if any, in addition to engineering, chemistry, physics, and production management, conducted by schools and colleges ought the Government to finance? What will be the effects on other courses and on the general administration of schools and colleges?
- B. What adjustments should schools and colleges make in the interest of better service to the Government?

#### Examples:

1. Shortening time required for graduation by:
  - Lengthening school week
  - Shortening vacations
  - Reducing curricular content
2. Adjusting requirements for soldiers and sailors.
- C. What proposals can be made to the War and Navy Departments for the utilization of colleges and universities for the training of various types of army and navy personnel?



## Examples:

1. Engineer corps
  2. Chemical warfare service
  3. Quartermaster corps
  4. Officers reserve
- D. What are the most practicable plans for removing the educational handicaps for men rejected in the draft?
1. Will this plan require federal financial assistance. If so, how much and under what conditions should the funds be allotted to the States?
- E. Should nursery schools be established with federal funds in anticipation of widespread employment of mothers in war industries? If so, under what conditions?
- F. Should special courses be maintained in rural communities with federal funds to enable farmers to meet the food-production goals set up by the Secretary of Agriculture?
- G. What measures should be promoted for eliminating educational discrimination against minority groups?
1. In training for employment
  2. In training for citizenship
- H. What improvements can be suggested in the defense training programs now in operation?
1. Of less than college grade
  2. Of college grade
- I. What are the feasible ways to effect a much needed nation-wide improvement in health education? In what ways should the Government help?

The second outline has been prepared in connection with the problem of the extent to which federal financial assistance may be necessary to aid civilian educational needs associated with the war.

- A. Assuring an understanding of the values we are fighting to preserve as expressed in the Bill of Rights, Four Freedoms, Atlantic Charter, etc.
- B. Making clear an understanding of the menace of dictatorship and tyranny.
- C. Supplying other needed information about war policies.

- D. Promoting an understanding of our allies and friends.
- E. Increasing the unity of our people and knitting the foreign-born into our common life.
- F. Providing wholesome morale-building opportunities through recreation.
- G. Building strength and physical fitness in our citizens.
- H. Developing practical skills and specialized competencies needed in carrying on essential civilian occupations.
- I. Promoting general literacy and comprehension of the meaning of current events.
- J. Discouraging fear and hysteria and hatred.

The third problem for which an outline has been prepared has to do with advising the government and educational institutions on special problems involving the effect of wartime measures on schools, colleges, and libraries. These special matters include the following:

- A. Supply of teachers for schools and colleges.
- B. Financial problems of institutions in which enrollments are reduced.
- C. Citizenship training for the foreign-born.
- D. Incorporation into courses of study of government publications respecting a variety of wartime measures such as defense savings, taxation, health, nutrition, social security, etc.
- E. Bringing to suitable educational and physical standards future draftees for the Army and Navy.
- F. Facilitating Office of Education co-operation with other government agencies in their war efforts involving schools and colleges, such as the Office of Civilian Defense, the Treasury Department, and the Office for Emergency Management.

The fourth problem has to do with activities that will facilitate the study of postwar adjustments. Under this heading are involved a long series of complicated and vitally important issues for which even a tentative outline has not yet been prepared. But during the progress of the war, the study of this problem will go on so that finally leaders in the field of education can join in its solution.

## WINNER OF THE D. A. R. GOOD CITIZENSHIP CONTEST

The winner and the names of the five girls who ranked next in order of excellence in the Good Citizenship Pilgrimage Contest sponsored by the Daughters of the American Revolution have just been announced as follows:

Eleanor Savage, La Jolla Junior-Senior High School  
 Mary Elizabeth Wentworth, Nordhoff Union High School, Ojai  
 Yvonne Guilbert, Sweetwater Union High School, National City  
 Gail Irvine, San Luis Obispo High School  
 Donda Hanley, C. K. McClatchy Union High School, Sacramento  
 Alice Hill, Red Bluff Union High School

The contest is held annually by the California Society of the Daughters of the American Revolution to select a delegate to the National Pilgrimage at Washington, D. C.

## CALENDAR OF EDUCATIONAL MEETINGS

During 1941-42 a calendar of educational meetings and conferences will be published from time to time in *California Schools*. In some cases, events may be mentioned before the place of meetings has been decided, but complete information will be given in subsequent issues. The following schedule of events is a list of certain of the meetings and conferences which take place during the school year 1941-42:

<i>Date</i>	<i>Organization</i>	<i>Place</i>
March 14	Central California Junior College Association Spring Meeting	Porterville
March 30-April 1	Twelfth Annual Conference of the California Association for Health, Physical Education and Recreation	Sacramento
April 11	Association of California Secondary School Principals, Sections 10-13	Fresno
April 11	Association of California Secondary School Principals, Sections 14-21	Glendale
April 15-18	Fifteenth Annual Convention of California Public School Business Officials	Hotel del Coronado
April 18	Spring Conference, Southern California Junior College Association	Pomona Pomona Junior College
April 18	Association of California Secondary School Principals, Sections 1 and 7-9	Redding
April 25	Association of California Secondary School Principals, Sections 2-6	San Francisco
May 1, 2	1942 Round Table Conference	San Diego San Diego State College

## PROFESSIONAL LITERATURE

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### CURRENT PUBLICATIONS RECEIVED

*Appraisal of Growth in Reading.* Prepared by the Division of Tests and Measurements. J. Wayne Wrightstone, Assistant Director. Educational Research Bulletin of the Bureau of Reference, Research and Statistics No. 2, November, 1941. New York: Board of Education of the City of New York.

"Community Friends: the Birds." A Second-grade Unit-Plan. Prepared by Sadie Kaser. Curriculum Bulletin No. 50, November 15, 1941. Edited by Hugh B. Wood. Eugene, Oregon; University of Oregon (mimeographed).

"Community Friends: Squirrels." A Second-grade Unit-Plan. Prepared by Sadie Kaser. Curriculum Bulletin No. 49, November 1, 1941. Edited by Hugh B. Wood. Eugene, Oregon: University of Oregon (mimeographed).

"Community Helpers: The Dairyman." A Second-grade Unit-Plan. Prepared by Sadie Kaser. Curriculum Bulletin No. 47, October 1, 1941. Edited by Hugh B. Wood. Eugene, Oregon: University of Oregon (mimeographed).

"Community Helpers: The Fireman." A Second-grade Unit-Plan. Prepared by Sadie Kaser. Curriculum Bulletin No. 48, October 15, 1941. Edited by Hugh B. Wood. Eugene, Oregon: University of Oregon (mimeographed).

"Community Helpers: The Policeman." A Second-grade Unit-Plan. Prepared by Sadie Kaser. Curriculum Bulletin No. 46, September 15, 1941. Edited by Hugh B. Wood. Eugene, Oregon: University of Oregon (mimeographed).

"Community Helpers: The Postman." A Second-grade Unit-Plan. Prepared by Sadie Kaser. Curriculum Bulletin No. 46, September 15, 1941. Edited by Hugh B. Wood. Eugene, Oregon: University of Oregon (mimeographed).

"Conservation: Key to Survival." Contemporary America, Vol. III, No. 2, December, 1941. Social Studies Series. Washington: American Association of University Women (mimeographed).

"Curriculum Improvement in Washington." Proceedings, Inland Empire Curriculum Society, Meany Hotel, Seattle, November 14 and 15, 1941. Curriculum Bulletin No. 51, December 1, 1941. Edited by Hugh B. Wood. Eugene, Oregon: University of Oregon (mimeographed).

EDUCATIONAL POLICIES COMMISSION. *A War Policy for American Schools.* Washington: Educational Policies Commission of the National Education Association and the American Association of School Administrators, February, 1942.

Eggert, Walter A. "The Legal Basis and Present Status of Short-term Borrowings for School Purposes." A dissertation Submitted to the Faculty of the Division of the Social Sciences in the Candidacy for the Degree, of Doctor of Philosophy, Department of Education, 1939 (University of Chicago). Private Edition distributed by the University of Chicago Libraries, Chicago, Illinois, 1939.

*Fine and Applied Arts, Commercial Education, and Home and Family Living.* Review of Educational Research, Vol. XI, No. 4, Part 1, October, 1941. Washington: American Educational Research Association, National Education Association.

# DIRECTORY OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION	Term Expires
Robert M. Dulin, President, 9507 Santa Monica Boulevard, Beverly Hills . . . . .	1945
Eugene T. Broderick, 1 Pacheco Street, San Francisco . . . . .	1946
Edward J. Cummings, 1058 Fiske Street, Pacific Palisades . . . . .	1945
Clyde Doyle, 612 Jergins Trust Building, Long Beach . . . . .	1944
Dr. Herman A. Leader, Sacramento Junior College, Sacramento . . . . .	1943
Mrs. Rae L. Shoemaker, 636 S. Serrano Street, Los Angeles . . . . .	1943
Mrs. Lois E. Souter, 7727 S. Harvard Boulevard, Los Angeles . . . . .	1943
A. J. Sutherland, 2616 Chatsworth Street, San Diego . . . . .	1944
James M. Tadlock, 2202 E Street, Eureka . . . . .	1944
Curtis E. Warren, 1235 Chapala Street, Santa Barbara . . . . .	1944
Walter F. Dexter, Secretary and Executive Officer	
Mrs. Florence B. Argall, Assistant Secretary	

## STAFF

(Unless otherwise indicated all staff members may be reached at Sacramento)

Walter F. Dexter, Superintendent of Public Instruction and Director of Education  
 Beryl Cole, Administrative Assistant  
 Alfred E. Lentz, Administrative Adviser  
 Henry M. Lynn, Department Accountant

Sam H. Cohn, Deputy Superintendent of Public Instruction  
 J. A. Burkman, Assistant Director of Education

Aubrey A. Douglass, Assistant Superintendent of Public Instruction and Chief of Division of Secondary Education  
 Frank B. Lindsay, Assistant Chief of Division of Secondary Education

Walter E. Morgan, Assistant Superintendent of Public Instruction and Chief of Division of Research and Statistics  
 Irene Taylor Heineman (Mrs.) Assistant Superintendent of Public Instruction, 311 California State Building, Los Angeles

Helen Heffernan, Chief of Division of Elementary Education  
 Francis L. Drag, Assistant Chief  
 Lillian B. Hill (Mrs.), Chief of Bureau of Mental Hygiene, and Chief of Bureau of Migratory Education and Attendance

George C. Mann, Chief of Division of Adult and Continuation Education, 311 California State Building, Los Angeles  
 . . . . . Chief of Bureau of Parent Education, 502 California Building, 515 Van Ness Ave., San Francisco

Verne S. Landreth, Chief of Bureau of Adult Civic Education, 311 State Building, Los Angeles  
 Leo Jones, Co-ordinator, Federal Education Projects, 311 State Building, Los Angeles

W. H. Orion, Chief of Division of Physical and Health Education  
 Winifred Van Hagen, Chief of Bureau of Physical Education for Girls

Chas. Bursch, Chief of Division of Schoolhouse Planning  
 Doyt Early, School Architect

Ivan R. Waterman, Chief of Division of Textbooks and Publications  
 W. S. Dyas, Chief of Bureau of State Printed Textbooks

Raymond C. Perry, Chief of Division of Teacher Training and Certification

Mabel R. Gillis, State Librarian, Chief of Division of Libraries  
 Eleanor Hitt, Assistant Librarian

J. C. Beswick, Assistant Executive Officer, Commission for Vocational Education, and Chief of Bureau of Trade and Industrial Education  
 Julian A. McPhee, Chief of Bureau of Agricultural Education, President of California Polytechnic School, San Luis Obispo

Ira W. Kibby, Chief of Bureau of Business Education  
 Maude I. Murchie, Chief of Bureau of Homemaking Education

H. D. Hicker, Chief of Bureau of Vocational Rehabilitation  
 J. M. Dodd, District Supervisor of Vocational Rehabilitation, 515 California Building, 515 Van Ness Ave., San Francisco

W. E. Smith, District Supervisor of Vocational Rehabilitation, 800 Metropolitan Water District Building, 306 West Third Street, Los Angeles

Commission for Special Education  
 H. D. Hicker, Chief of Bureau of Vocational Rehabilitation, Chairman  
 R. S. French, Chief of Bureau for the Education of the Blind, Superintendent, California School for the Blind, Berkeley

Mabel F. Gifford (Mrs.), Chief of Bureau of Correction of Speech Defects, 502 California Building, 515 Van Ness Ave., San Francisco

Lillian B. Hill (Mrs.), Chief of Bureau of Mental Hygiene, and Chief of Bureau of Migratory Education and Attendance

Elwood A. Stevenson, Chief of Bureau for the Education of the Deaf, Superintendent, California School for the Deaf, Berkeley

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